

HECAT: Module T

TOBACCO-FREE CURRICULUM

Description: This module contains the tools to analyze and score curricula that are intended to promote a tobacco-free lifestyle.

Healthy Behavior Outcomes

A pre-K–12 tobacco-free curriculum should enable students to

- *Avoid using (or experimenting with) any form of tobacco.*
- *Avoid second-hand smoke.*
- *Support others to be tobacco free, including supporting a tobacco-free environment.*
- *Seek help for stopping the use of tobacco for self and others.*
- *Quit using tobacco if already using.*

This module uses the *National Health Education Standards* as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard 1) and skills (Standards 2–8) that promote a tobacco-free lifestyle.

The concepts, sub-skills, and skill examples included in this module were developed through a rigorous process guided by research evidence and expert opinion on the types of knowledge, skills, and learning experiences that help students in grades pre-K–12 adopt and maintain a tobacco-free lifestyle. Appendix 5 also includes suggested concepts and skills for children ages 3–4, who might be enrolled in a school-based early childhood program.

Because school curricula must meet local community needs and conform to the curriculum requirements of the state or school district, users are encouraged to review the analysis items before analyzing the curricula and add, delete, or revise them to meet local needs and requirements.

Some concepts and skill examples are relevant to more than one health topic. Look in other health topic modules to see if there are any related concepts or skill examples that might be added for the review of tobacco curricula.

If a curriculum focuses on additional topics, such as mental and emotional health or alcohol and other drugs, use the chapters that address those topics as well.

Overall Instructions

- Determine the desired Healthy Behavior Outcomes (box on left) you expect a curriculum to address.
- Review the HECAT items in this module. Add, delete, or revise items to meet the selected healthy behavior outcomes, the curriculum requirements of the state or school district, and community needs.
- Review the completed *General Curriculum Information* (Chapter 2) for the curriculum under consideration.
- Read the curriculum to become familiar with its content and how it is organized.
- Complete the analysis of the curriculum for each standard in this module.
- Score the curriculum based on the analysis: There will be **one** rating score for functional knowledge or concepts (Standard 1) and **two** rating scores for each of the essential skills (Standards 2–8).
- Transfer scores from the analysis of each standard to the *Overall Summary Form* (Chapter 3).
- Complete a separate analysis for each curriculum being reviewed. Make additional copies of any analysis pages.
- Keep all written notes and comments to justify scores and to inform group discussions and curriculum decisions.

Standard 1

The Standard 1 curriculum analysis will result in a single score that reflects the extent to which the curriculum addresses the knowledge required to achieve the selected tobacco-free healthy behavior outcomes (page T-1). The HECAT lists the essential concepts to be completed by grades 2, 5, 8, and 12. These are listed by grade group: pre-K–2; 3–5; 6–8; and 9–12, starting on page T-3.

Directions for Standard 1

- Review the concepts (pages T-3 through T-6).
- Decide if any of the concepts need to be deleted or modified or if any additional concepts should be added to meet the needs of the community or to conform to the curriculum requirements of the state or school district. Some concepts may be reflected in the skill examples in Standards 2–8. Review all other standards before making changes to the concepts in Standard 1. Some relevant concepts might be found in other health topic modules. Look in other related topic modules for concepts that might be edited and added to the list of concepts for this topic.
- Read the curriculum to become familiar with its content, the information provided for students, and the methods used to convey information and knowledge content.
- Place a check in the box next to each concept that is addressed by the curriculum and determine the *Concept Coverage Score*.
Important — a concept is “addressed” if there is sufficient information provided in the curriculum for students to be able to demonstrate competency in this concept. Some concepts might require more evidence than others.
- Transfer the *Concept Coverage Score* to the appropriate line on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and to inform group discussions and curriculum decisions.
- Analyze Standard 1 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate analysis of Standard 1 for each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Directions for Standards 2–8 are provided on page T-7.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 2, students will be able to:

TOBACCO (Check all that are given attention in the curriculum)

- ☐ Identify a variety of tobacco products.
- ☐ Identify the short-term effects of using tobacco.
- ☐ Identify the short-and long-term physical effects of being exposed to tobacco smoke.
- ☐ Describe the benefits of not using tobacco.
- ☐ Explain the dangers of experimenting with tobacco.
- ☐ Identify family rules about tobacco use.

Additional Concepts

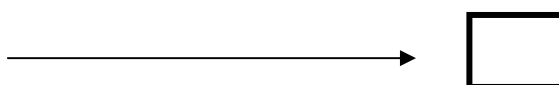
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)**
- 3 = most of the concepts. (67-99%)**
- 2 = some of the concepts. (34-66%)**
- 1 = a few of the concepts. (1-33%)**
- 0 = none of the concepts. (0)**

CONCEPT COVERAGE SCORE



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS
LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 5, students will be able to:

TOBACCO (Check all that are given attention in the curriculum)

- ☐ Identify the short- and long-term physical effects of using tobacco.
- ☐ Identify the short- and long-term physical effects of being exposed to others' tobacco use.
- ☐ Describe the benefits of abstaining from or discontinuing tobacco use.
- ☐ Identify the effects of tobacco use on social relationships.
- ☐ Summarize the dangers of experimenting with tobacco.
- ☐ Summarize family and school rules about tobacco use.
- ☐ Explain that tobacco use is an addiction that can be treated.

Additional Concepts

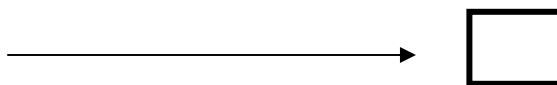
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)**
- 3 = most of the concepts. (67-99%)**
- 2 = some of the concepts. (34-66%)**
- 1 = a few of the concepts. (1-33%)**
- 0 = none of the concepts. (0)**

CONCEPT COVERAGE SCORE



**TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS
LINE OF THE *OVERALL SUMMARY FORM* (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 8, students will be able to:

TOBACCO (Check all that are given attention in the curriculum)

- ☐ Describe the short- and long-term physical effects of using tobacco.
- ☐ Summarize the short- and long-term physical effects of being exposed to other's tobacco use.
- ☐ Discuss the social, economic, and cosmetic consequences of tobacco use.
- ☐ Evaluate the dangers of experimenting with tobacco products.
- ☐ Summarize the benefits of being tobacco-free.
- ☐ Explain that tobacco is addictive.
- ☐ Describe the effects of second hand smoke.
- ☐ Analyze the effects of tobacco use on social relationships.
- ☐ Explain school policies and community laws related to the sale and use of tobacco products.
- ☐ Explain reasons most individuals do not use tobacco products.
- ☐ Explain why using tobacco, alcohol, or other substances is an unhealthy way to manage stress.
- ☐ Describe situations that could lead to the use of tobacco.
- ☐ Describe the relationship between using tobacco and alcohol or other drugs.

Additional Concepts

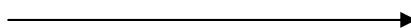
- ☐ _____
- ☐ _____
- ☐ _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts.** (100%)
- 3 = most of the concepts.** (67-99%)
- 2 = some of the concepts.** (34-66%)
- 1 = a few of the concepts.** (1-33%)
- 0 = none of the concepts.** (0%)

CONCEPT COVERAGE SCORE



TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS
LINE OF THE **OVERALL SUMMARY FORM (CHAP. 3).**

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

Standard **1** Students will comprehend concepts related to health promotion and disease prevention.

After implementation of this curriculum, by grade 12, students will be able to:

TOBACCO (Check all that are given attention in the curriculum)

- ☐ Examine situations that could lead to tobacco use.
- ☐ Analyze the short- and long-term physical effects of tobacco use.
- ☐ Analyze the short- and long-term psychological and social effects of tobacco use.
- ☐ Analyze the relationship between using tobacco and using alcohol or other drugs.
- ☐ Describe the effects of tobacco use on the fetus.
- ☐ Summarize long-term health benefits of abstaining from or discontinuing tobacco use.
- ☐ Summarize why individuals choose to use or not use tobacco.
- ☐ Evaluate school rules and community laws related to the sale and use of tobacco products.
- ☐ Summarize why tobacco, alcohol, or other substance use is an unhealthy way to manage weight or stress.
- ☐ Evaluate the financial costs of tobacco use to the individual and society.
- ☐ Analyze how the addiction to tobacco use can be treated.
- ☐ Summarize how smoking cessation programs can be successful.

Additional Concepts

- ☐ _____

CONCEPT COVERAGE SCORING: Complete the score based on the criteria listed below.

The curriculum addresses:

- 4 = all of the concepts. (100%)
 3 = most of the concepts. (67-99%)
 2 = some of the concepts. (34-66%)
 1 = a few of the concepts. (1-33%)
 0 = none of the concepts. (0%)

CONCEPT COVERAGE SCORE

TRANSFER THIS SCORE TO THE HEALTH INFORMATION/CONCEPTS
 LINE OF THE **OVERALL SUMMARY FORM (CHAP. 3)**.

Notes:

Reminder: The HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise concepts to reflect community needs and to meet the curriculum requirements of the school district.

This is the end of Standard 1

Standards 2–8

The Standards 2–8 analysis will result in **two** ratings for each standard: one rating reflects the extent to which the curriculum addresses important skills and provides the student with the ability to learn and apply the skill; the second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

The *National Health Education Standards* 2–8 describe the key processes and skills that students need to promote personal, family and community health. CDC reviewed these and other state-level standards, analyzed the research findings from effective programs, and used input from experts in health education to develop a list of relevant sub-skills for each standard.

Each standard 2–8 begins with a score page. This is followed by the sub-skills for that standard. The sub-skills are not specific to any one health topic. Skill examples, organized by grade groups, are provided to illustrate how the sub-skills for that standard can be applied to tobacco.

The skill examples are not a complete list of all the ways the sub-skills can be applied to this topic. The examples should be reviewed carefully before the curriculum analysis and revised if necessary. Some skill examples in other health topic modules might be relevant. Review skill examples in other health topic modules for skill examples that could be edited and added to the skill examples for this topic.

Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise items to reflect community needs and meet the curriculum requirements of the school district.

Directions for Standards 2–8

- For each standard, review the list of sub-skills and skill examples for each grade group. Decide if any of the examples should be deleted or modified to meet the needs of the community or conform to the curriculum requirements of the state or school district. Additional skill examples could be included under other standards. Review all standards before making any changes.
- Read the curriculum to become familiar with the content, the focus on skill learning, and the methods used to convey skill learning.
- Complete the *Student Skill Learning and Application Score* and *Teacher Instruction and Assessment Score* by checking “yes” or “no” for each statement as it applies to the curriculum under review. Use the sub-skills and skill examples to help identify relevant skill outcomes.
- Add the total number of “yes” checks to arrive at an overall score for each scoring area. Transfer the two scores for each standard to the appropriate lines on the *Overall Summary Form* (Chapter 3).
- Record notes to justify scores and inform group discussions and decisions.
- Analyze Standards 2–8 for each curriculum being reviewed. If the curriculum addresses more than one grade group, complete a separate set of skill scores for each standard and each group.
- Complete a separate *Overall Summary Form* for each curriculum and grade group.

Standard **2** Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages T-11 and T-12 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 2: Analyzing Influences (see Student Learning/Application line) on the *Overall Summary Form* –Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See pages T-11 and T-12 for Standard 2 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 2: Analyzing Influences (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard **2** Skill Examples

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.

Sub-Skills: As a result of using this curriculum, students will be able to

- Analyze the influence of the media on personal health practices.
- Analyze parent and family influence on personal health practices.
- Analyze peer influence on personal health practices.
- Analyze community influence on personal health practices.
- Analyze the influence of cultural and peer norms on personal health practices.
- Analyze the influence of personal values and beliefs on personal health practices.
- Analyze the influence of alcohol and other drug use on judgment, self-control, and behavior.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Identify parent and caregiver influence on the use of tobacco. 	<ul style="list-style-type: none"> • Identify family and societal influences on tobacco use and exposure to second-hand smoke. • Identify the influence of peers on tobacco use. • Identify various strategies the media use including advertisements, to encourage or discourage tobacco use. • Identify strategies used by tobacco distributors to encourage tobacco use among youth. 	<ul style="list-style-type: none"> • Analyze the factors that influence a person's decision to use or not use tobacco. • Describe how personal and family values influence decisions about using tobacco. • Explain family and societal influences on tobacco use and exposure to second-hand smoke. • Summarize how peers influence tobacco use. • Analyze various strategies the media use, including advertisements, to encourage or discourage tobacco use. 	<ul style="list-style-type: none"> • Describe how personal and family values influence decisions about using tobacco. • Analyze family and societal influences on tobacco use. • Analyze the influence of peers on tobacco use. • Evaluate various strategies the media use, including advertisements, to encourage or discourage tobacco use. • Discuss how community influences can affect tobacco use. • Discuss how using alcohol or other drugs can influence tobacco use.

Additional examples for Standard 2 are listed on the next page.

Standard 2 Skill Examples (continued)

After implementing this curriculum, students will be able to analyze the influence of family, peers, culture, media, technology, and other factors on tobacco-related behaviors.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Recognize that most young people and adults do not use tobacco. • Describe the factors that influence a person's decision to use or not use tobacco. 	<ul style="list-style-type: none"> • Delineate advertising techniques used to promote tobacco use among adolescents. • Discuss how peers can support being tobacco free. • Explain that most young people and adults do not use tobacco. • Identify a role model who demonstrates non-use of tobacco products. 	<ul style="list-style-type: none"> • Identify individual, family, school, peer, and community protective factors that decrease the likelihood of tobacco use. • Summarize that most young people and adults do not use tobacco. • Explain how community laws and campaigns can influence others not to use tobacco.

Notes:

Standard **3** Students will demonstrate the ability to access valid information and products and services to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 3: Accessing Valid Information (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-13 for Standard 3 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 3: Accessing Valid Information (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to access valid information, products, and services to establish and maintain a tobacco-free lifestyle.

Sub-Skills: As a result of using this curriculum, students will be able to

- Differentiate accurate from inaccurate health information.
- Select valid and reliable products and services.
- Access valid and reliable products and services that promote health.
- Access helpful people for accurate information.
- Identify trusted adults and professionals.
- Assess the accuracy and reliability of assistance for health-related problems.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Identify trusted adults who can help prevent exposure to second-hand smoke. 	<ul style="list-style-type: none"> • Identify sources of accurate information about the effects of tobacco use and exposure to second-hand smoke. • Demonstrate the ability to access accurate information about preventing tobacco use. • Identify the information found on the warning labels of tobacco products. • Identify a trusted adult, such as a parent, school nurse or counselor, who can provide helpful information about preventing and stopping tobacco use. 	<ul style="list-style-type: none"> • Demonstrate how to access accurate sources of information about tobacco use. • Analyze warning labels on tobacco products. • Demonstrate how to access successful smoking cessation programs. • Describe people in school and in the community who can help prevent tobacco use or help others to stop using tobacco. • Analyze the accuracy of images conveyed in the media, including advertisements, about tobacco use. 	<ul style="list-style-type: none"> • Demonstrate how to access accurate sources of information about tobacco use. • Evaluate information from the warning labels on tobacco products. • Demonstrate how to access sources of assistance to help stop tobacco use. • Analyze the accuracy and inaccuracy of information conveyed in the media, including advertisements, about tobacco use.

Standard **4** Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 4: Communication Skills (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-15 for Standard 4 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 4: Communication Skills (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to use interpersonal communication skills to avoid second hand smoke and avoid or quit tobacco use.

Sub-Skills: As a result of using this curriculum, students will be able to

- Use effective interpersonal skills with family, friends, and others.
- Resist pressure from peers to engage in unhealthy behaviors.
- Effectively negotiate to avoid or reduce personal health risks.
- Communicate empathy and support for others.
- Effectively manage interpersonal conflicts.
- Ask for assistance to enhance personal health and health of others.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Describe how to ask for help in staying away from second hand smoke. 	<ul style="list-style-type: none"> • Demonstrate effective verbal and nonverbal ways to refuse pressures to use tobacco. • Communicate personal reasons to be tobacco free. • Describe how to ask for help in staying away from second hand smoke. • Describe ways to help others who are trying to stop smoking. 	<ul style="list-style-type: none"> • Demonstrate verbal and nonverbal ways to refuse tobacco use. • Describe how to ask someone effectively and respectfully not to smoke. • Demonstrate ways to support friends and family members who are trying to stop smoking. • Demonstrate how to ask for help from a parent, other trusted adult, or friend when pressured to use tobacco. • Communicate with parents and family about ways to avoid tobacco use. • Demonstrate ways to help others who are trying to stop smoking. 	<ul style="list-style-type: none"> • Demonstrate verbal and nonverbal ways to refuse tobacco use. • Demonstrate how to ask someone effectively and respectfully not to smoke. • Describe ways to help others who are trying to stop smoking. • Demonstrate how to ask for help from a parent, other trusted adult, or friend when pressured to use tobacco. • Communicate with parents and family about ways to avoid tobacco use.

Standard **5** Students will demonstrate the ability to use decision-making skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 5: Decision Making (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-17 for Standard 5 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 5: Decision Making (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to use decision-making skills to avoid second hand smoke and to avoid or quit tobacco use.

Sub-Skills: As a result of using this curriculum, students will be able to

- Determine when health-related situations require the application of a thoughtful decision-making process.
- Generate alternatives to health-related issues or problems.
- Determine barriers that can hinder healthy decision making.
- Predict the short and long-term consequences of each alternative on self and others.
- Choose healthy alternatives over unhealthy alternatives.
- Evaluate the outcomes of a health-related decision.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Explain positive outcomes from avoiding second hand smoke. 	<ul style="list-style-type: none"> • Explain positive outcomes for being tobacco free. • Summarize positive outcomes from avoiding second hand smoke. 	<ul style="list-style-type: none"> • Predict how not using tobacco products produces positive health outcomes. • Identify health-enhancing alternatives to tobacco use. • Analyze positive outcomes for avoiding second hand smoke. • Analyze positive and negative choices about using tobacco and how these choices can affect friends and family. 	<ul style="list-style-type: none"> • Explain when input from friends, family, and health professionals could be helpful in making healthy decisions related to tobacco. • Predict immediate and long-term consequences of using tobacco for oneself, for one's family, and for the community. • Evaluate alternatives to tobacco use. • Evaluate positive outcomes for avoiding second hand smoke.

Standard **6** Students will demonstrate the ability to use goal-setting skills to enhance health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-19 for Standard 6 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 6: Goal Setting (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to set personal goals to be tobacco free, take steps to achieve these goals, and monitor their progress in achieving them.

Sub-Skills: As a result of using this curriculum, students will be able to

- Assess personal health practices and status.
- Develop a goal to adopt, maintain, or improve a personal health practice.
- Plan strategies for performing health-enhancing practices.
- Make a commitment to improve health.
- Overcome barriers to action.
- Monitor progress in achieving desired health practices and outcomes.
- Measure accomplishment in meeting health outcomes.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills. These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
	<ul style="list-style-type: none"> • Set a goal to avoid using tobacco. • Develop a plan for avoiding offers to use tobacco. • Make a commitment to be tobacco free. • Describe how using tobacco can harm personal goals for physical fitness and athletic performance. 	<ul style="list-style-type: none"> • Discuss plans for the future and how the use or nonuse of tobacco might affect those plans. • Develop a personal plan to improve health by staying tobacco free or quitting the use of tobacco. • Make a commitment to be tobacco free. 	<ul style="list-style-type: none"> • Develop a personal plan to improve health by staying tobacco free or quitting the use of tobacco. • Demonstrate the ability to monitor personal behavior related to tobacco use. • Devise a personal plan to reduce or eliminate influences to use tobacco. • Make a commitment to remain tobacco free.

Standard **7** Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-21 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-21 for Standard 7 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 7: Practicing Healthy Behaviors (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard 7 Skill Examples

After implementing this curriculum, students will be able to demonstrate strategies to establish and maintain a tobacco-free lifestyle.

Sub-Skills: As a result of using this curriculum, students will be able to

- Express intentions to engage in health-enhancing behaviors.
- Perform healthy practices.
- Avoid health risks.
- Take responsibility for personal health.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Demonstrate ways to avoid second hand smoke. 	<ul style="list-style-type: none"> • Express intention to remain tobacco free. • Demonstrate ways to avoid second-hand smoke. • Demonstrate ways to avoid use of tobacco products. 	<ul style="list-style-type: none"> • Express intentions to remain tobacco free. • Demonstrate ways to avoid second-hand smoke. • Demonstrate ways to avoid use of tobacco products. • Express intentions to get help in quitting tobacco use if currently using. 	<ul style="list-style-type: none"> • Express intentions to avoid second-hand smoke. • Express intentions to remain tobacco free. • Express intentions to get help in quitting tobacco use if currently using.

Standard **8** Students will demonstrate the ability to advocate for personal, family, and community health.

Student Skill Learning/Application Scoring: Complete the skill application score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-23 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide information to the students about the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for #2 above.)	<input type="checkbox"/>	<input type="checkbox"/>
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal check lists?	<input type="checkbox"/>	<input type="checkbox"/>

Student Skill Learning and Application Score (total number of “yes” checks)

Transfer this score to Standard 8: Advocating for Health (see Student Learning/Application line) on the *Overall Summary Form* - Chap. 3.

Teacher Instruction and Skill Assessment Scoring: Complete the skill instruction and assessment score by checking the appropriate “yes” or “no” box for each criteria and summing the “yes” checks. See page T-23 for Standard 8 sub-skills and skill examples.

Criteria	Yes	No
1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
3. Does the curriculum provide strategies for the teacher to assess the student’s ability to perform the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?	<input type="checkbox"/>	<input type="checkbox"/>

Teacher Instruction and Assessment Score (total number of “yes” checks)

Transfer this score to Standard 8: Advocating for Health (see Teacher Instruction/Assessment line) on the *Overall Summary Form* - Chap. 3.

Notes:

Standard Skill Examples

After implementing this curriculum, students will be able to demonstrate the ability to influence and support others to make positive choices related to tobacco use.

Sub-Skills: As a result of using this curriculum, students will be able to

- Declare positive beliefs about health-enhancing practices.
- Educate others about health-enhancing practices.
- Influence positive health practices of others.
- Promote health-enhancing societal norms.
- Influence and support others to make positive health choices.

Base the curriculum score on its ability to meet the entire standard — not just a few sub-skills for this standard.

Skill Examples: Below are examples that illustrate how a curriculum might address these skills.

These examples are not intended to be a complete list of all the ways these skills can be addressed. When considering other examples, it is useful to think about the sub-skills in relation to the concepts emphasized in Standard 1. Remember, the HECAT is designed to guide the analysis of curricula for local use. Users are encouraged to add, delete, or revise skills or skill examples to reflect community needs and to conform to the curriculum requirements of the school district.

Grades Pre-K–2	Grades 3–5	Grades 6–8	Grades 9–12
<ul style="list-style-type: none"> • Ask parents and others for help in avoiding second hand smoke. 	<ul style="list-style-type: none"> • Explain to others why it is important to be tobacco free. • Explain to others the benefits of a tobacco-free environment. • Advocate for friends to be tobacco free. 	<ul style="list-style-type: none"> • Demonstrate effective persuasion skills that encourage friends and family not to use tobacco. • Advocate for a tobacco-free school environment. • Articulate to others why clean indoor air is important. • Demonstrate ways to support friends and family who are trying to stop using tobacco. 	<ul style="list-style-type: none"> • Advocate for clean indoor air at home, at school, and in the community. • Support individuals and families experiencing addiction to tobacco. • Support health-promoting policies that eliminate or reduce tobacco use. • Advocate for a smoke-free environment in all enclosed public buildings. • Demonstrate effective persuasion skills that encourage friends and family not to use tobacco.

Tobacco

This concludes the health education curriculum analysis items related to tobacco. Complete the *Overall Summary Form* and use the scores and notes to inform group discussions and curriculum decisions.

Additional Notes: